

**REQUEST FOR APPLICATIONS  
CARL D. PERKINS VOCATIONAL AND  
TECHNICAL EDUCATION ACT  
TECHNOLOGY PREPARATION  
January 22, 2004**

**PURPOSE OF ANNOUNCEMENT**

This application announces the availability of \$2,358,619.00 in funding to assist Indiana High Schools, Area Vocational Schools and Postsecondary Institutions that offer a two- year associate degree, that are committed to educational improvement through the development of a coordinated and enhanced learning experience for students organized around Career Majors. Career Majors increase high school student motivation and achievement by helping them make the connection between what they are learning in school and their future opportunities.

**Career Majors are characterized by the following components:**

- Rigorous curriculum focusing on the integration of academic and technical standards organized around a broad career area,
- Student guidance to help students gain the self-knowledge necessary for education and career decision making, including a course plan that includes a coherent sequence of courses and postsecondary transition,
- Professional development for teachers at the secondary and postsecondary level on applied, contextual teaching methodology, team teaching, and curriculum integration,
- Community connections that include partnerships between secondary, and postsecondary institutions, business, labor, and community-based organizations.

The most prevalent form of Career Majors are Career Academies. The Career Academy approach to high school reform integrates elements of three major policy initiatives unfolding at the federal, state and local levels: the restructuring of large high schools into smaller learning communities; efforts to improve the rigor and relevance of academic instruction; and reforms that seek to prepare students for successful transitions to postsecondary education and employment.

Consortia members must include a local educational agency and /or an area vocational school, a regionally accredited institution of higher education that offers a two-year associate degree, two-year certificate, or two-year postsecondary apprenticeship program, a business/employer that requires high-skill/high-wage employees, and a labor representative. Grant activities should focus on one secondary school with one or more postsecondary partners. Grant activities that focus on two to three small schools may also be appropriate. Grants will be for one year. Individual consortia are eligible for awards up to \$30,000 for

planning grants and up to \$100,000 for implementation grants. Current Career Majors grantees are not eligible for these funds.

These funds must be used to help teachers improve student achievement, meet high standards for high school graduation, increase the number of students completing a Core 40 or Honors Diploma, and increase transition and persistence rates in postsecondary education. Eligible applicants must show documented prior commitment to the “Required Program Components” of Career Majors (listed on page four) and how this commitment supports the academic goals of the secondary school’s Public Law 221 Plan.

**Two types of awards will be available: planning grants and implementation grants.**

Schools that have one or more Career Academies in place and are interested in starting additional academies or are interested in starting their first Academy and have many of the “Required Program Components” listed on page four in place can apply for a **planning grant**. Expectations for activities appropriate for a planning grant include site visits, stipends, professional development activities, curriculum development, facilitated planning meetings, technical support, materials, supplies, and equipment deemed necessary for successfully creating a career major, etc. Planning grant application details begin on page six.

Schools that have established sufficient Career Academies or Career Majors to accommodate the majority of their students but need funds to fully implement all eight “Required Program Components” described on page four can apply for an **implementation grant**. Expectations for activities appropriate for an implementation grant include professional development, common planning time for curriculum integration and alignment, aligning content with state standards, curriculum development, facilitated planning meetings, technical support, equipment deemed necessary for successfully creating a career major, etc. Implementation grant details begin on page eight.

**ELIGIBILITY**

A consortium must develop the grant application. To be eligible for this grant opportunity, a consortium **must** include at least one member in each of the following four categories:

- (1) a local educational agency, or an area vocational school serving secondary school students,
- (2) (a) a regionally accredited institution of higher education that offers a two year associate degree, two-year certificate, or two-year postsecondary apprenticeship program, or (b) a proprietary institution of higher education that offers a two-year associate degree program,
- (3) a business/employer that requires high-skill/high-wage employees, and
- (4) a labor representative.

Consortia also **may** include one or more: (1) institutions of higher education that award baccalaureate degrees; (2) labor organizations; (3) employer organizations; (4) economic development organizations, and (5) community-based organizations. Additional members, such as parents, students, and counselors are encouraged.

## **USE OF FUNDS**

Funds may be used in the following ways: for both secondary and postsecondary partners for professional development, curriculum development, stipends, transcript analysis, data collection and evaluation, travel (for site visits or professional development), technical support (including organizing and facilitating professional development opportunities for teachers, professors and counselors, consortia meetings, work-based learning opportunities, articulation agreements, curriculum development, etc.), equipment costs if deemed necessary to the program (up to \$20,000), and administrative cost of up to five percent (5%) of budget.

## **PROPOSAL REVIEW**

Proposals will be reviewed by staff from the Department of Workforce Development (DWD), the Department of Education (DOE), and the Commission for Higher Education (CHE). Reviewers will rate each proposal according to parameters outlined in the objectives listed in the application.

## **GRANT PERIOD**

Grants will begin on July 1, 2004, or upon completion of the state signature process, whichever occurs later. Awards will be for one year. Grants will end on June 30, 2005.

## **REQUIREMENTS**

- 1) Each applicant must submit a signed Consortium Agreement providing evidence that each of the categories of membership required has been satisfied, and that each of the required members is eligible for membership.

The Agreement must contain a signature of commitment from the participating secondary school, area vocational school, eligible postsecondary institutions business member, and labor representative affirming that those entities have formed a consortium to develop, implement and sustain the plan outlined in the application. The Agreement also must describe the roles and responsibilities of each consortium member within the proposed project.

- (2) Applicants for both planning and implementation grants must identify the number of students to be served.
- (3) Each applicant must submit a design for an academic and technical sequence of courses for each Career Major to demonstrate how the proposed instructional program represents a sequential program of study that meets the "Required Program Components" listed on page four. The plan must include a minimum of a four-year sequence that includes the last two years of high school and the first two years of postsecondary education.
- (4) Each applicant must agree to submit student data to the Department of Workforce Development using the Indiana Technical Education Student Reporting System (INTERS). This data will determine the impact of the project on a comprehensive set of student outcomes, including: academic and technical skill achievement; high school

graduation; enrollment and completion of postsecondary education; postsecondary remedial coursework; and labor market entry.

- (5) Each applicant must agree to submit the following reports and other deliverables:
- a progress report narrative covering the period **07.01.04 - 1.31.05**, due on **02.15.05**, and
  - a final performance report narrative and fiscal close out report due on **08.15.05**
- (6) Successful applicants will be required to share best practices and attend occasional statewide meetings and professional development activities. Successful implementation sites may also be required to host visits for interested schools.

## **REQUIRED PROGRAM COMPONENTS**

The Career Majors program must include:

- a minimum of two years of secondary education with a minimum of two years of postsecondary education in a nonduplicative, sequential course of study,
- integration of curriculum that meets the Indiana academic and technical standards and use of work-based and work-site learning where appropriate and available,
- technical preparation in a career field,
- building of student competence in mathematics, science, communications economics and workplace skill through applied, contextual academics, and integrated instruction in a coherent sequence of courses,
- completion of a Core 40 or academic honors diploma,
- a career plan that includes a postsecondary transition plan,
- a pathway to an associate or baccalaureate degree, apprenticeship, or postsecondary certificate in a specific career field, and
- placement in appropriate employment or further education.

Schools interested in this funding opportunity must complete **either** the planning grant **or** implementation grant proposal application attached to this announcement.

**Grant proposals are due March 19, 2004 and awards will be announced by April 15, 2004.** Grants will be for one year. Consortia are eligible for grant awards from \$30,000 - \$100,000, depending upon the plan and number of students to be enrolled. Site visits prior to funding may be required. Technical assistance site visits will be conducted by Department of Workforce Development during the funding period. Funds must be expended by June 30, 2005.

## **PROPOSAL FORMAT**

Proposals must include the following items in the order listed:

1. Cover letter declaring a commitment to improving the transition between secondary and postsecondary institutions and the dollar amount requested. The required consortium members must sign the letter. Please specify the key contact person with information consisting of address, phone, fax, and e-mail.
2. A signed Consortium Agreement providing evidence that each of the categories of membership required has been satisfied, and that each of the required members is eligible for membership. **See Appendix A.**

3. Completed planning or implementation grant checklist. **See Appendix B.**
4. A completed planning chart. **See Appendix C.**
5. A narrative including concise responses to criteria (a) through (e), including a budget, and budget narrative. **See Appendix D.** Narrative should be no more than twelve double-spaced pages, with 12-point font, including the budget and budget narrative and excluding appendix attachments. Pages must be numbered.
6. The proposed design for an academic and technical sequence of courses for each Career Major (see Requirements - page three) that includes a minimum of the last two years of high school and the first two years of postsecondary education.

## **PROPOSAL SUBMISSION**

Proposals are due no later than **4:30 p.m. on Friday, March 19, 2004.**

**SIX COPIES OF THE PROPOSAL ARE REQUESTED.**

**Proposals are to be submitted to:**

**Jeff Lander**

**Department of Workforce Development**

**Vocational and Technical Education SE 210**

**10 N. Senate Avenue**

**Indianapolis, IN 46204**

## **Notification of Award**

All applicants will be notified of award status no later than **April 15, 2004.**

## **Questions**

Questions may be addressed to Terri Schulz at [tschulz@dwd.state.in.us](mailto:tschulz@dwd.state.in.us).

Questions and responses will be posted at: <http://www.in.gov/dwd/education/stw/index.html>

## **Additional Copies of the Request for Proposal**

Additional copies of the RFP are available online at:

<http://www.in.gov/dwd/education/stw/index.html>

## **Option I. PLANNING GRANT PROPOSAL APPLICATION**

**Schools that have one or more Career Academies in place and are interested in starting additional academies or are interested in starting their first Academy and have many of the “Required Program Components” listed on page four in place may apply for a planning grant.** These schools must participate in a whole school reform initiative from the Department of Education’s approved list (**see Appendix G**) that includes Career Majors as the focus.

**Planning grant award range – up to \$30,000**

## **Option I - Planning Grant Selection Criteria:**

The maximum score for all of the following criteria is 100 points. The maximum score for each criterion and sub-criterion is indicated in parentheses.

### **(a) Quality of the project design (45 points)**

In determining the quality of the design of the proposed project, we consider the following factors:

- (1) The extent to which the applicant demonstrates readiness to implement a complete, sequenced, integrated program of study that provides a smooth transition between secondary and postsecondary institutions. Evidence may include an existing academy, formal articulation agreements that include dual credit, a link between the core components of this program with the secondary institutions Public Law 221 plan, work-based learning activities such as internships, developmental guidance curriculum, etc. **(10 points)**
- (2) The extent to which the proposed instructional program will integrate Indiana's academic and technical standards. **(10 points)**
- (3) The extent to which the proposed project will provide a comprehensive developmental guidance curriculum that includes a high school/postsecondary career plan that shows the link between what a student does academically and his/her career plan, at the secondary level. **(10 points)**
- (4) The extent to which the proposed project will provide high-quality, sustained, and intensive professional development for instructors, counselors and administrators involved in the program. **(15 points)**

### **(b) Quality of the management plan. (30 points) *Include whole school reform initiative from Appendix G***

In determining the quality of the management plan for the proposed project, we consider the following factors:

- (1) The extent to which the school has committed to a process for school improvement with a Career Majors focus. **(15 points)**
- (2) The extent to which the management plan outlines specific, measurable goals, objectives, and outcomes to be achieved by the proposed project. **(5 points)**
- (3) The extent to which the management plan assigns responsibility for the accomplishment of project tasks to specific project personnel, and provides timelines for the accomplishment of project tasks. **(5 points)**
- (4) The extent to which the time commitments of the project director and other key personnel are appropriate and adequate to achieve the objectives of the proposed project (such as release time and extended contracts). **(5 points)**

### **(c) Quality of project personnel. (10 points)**

In determining the quality of project personnel, we consider the following factors:

- (1) The qualifications, including relevant training and experience, of key project personnel, including teachers, counselors, administrators, postsecondary partners, and project consultants. **(10 points)**

**(d) Adequacy of resources. (10 points)**

In determining the adequacy of resources for the proposed project, we consider the following factors:

(1) The adequacy of support, including facilities, equipment, supplies, and other resources, from the participating institutions. **(5 points)**

(2) The extent to which the budget is adequate and costs are reasonable in relation to the objectives and design of the proposed project. Administrative costs up to five percent may be included in the budget. Equipment costs up to \$20,000 may be included if deemed necessary for the program outlined in the narrative. **(5 points)**

**(e) Quality of the project evaluation. (5 points)**

In determining the quality of the evaluation, we consider the following factors:

(1) The extent to which the evaluation will provide reports or other documents, including the use of disaggregated data to be used for continuous program improvement. **(5 points)**

## **Option II. IMPLEMENTATION GRANT PROPOSAL APPLICATION**

**Schools that have established sufficient Career Academies or Career Majors to accommodate the majority of their students but need funds to fully implement all eight “Required Program Components” described on page four can apply for implementation funds.** Examples include schools that have wall-to-wall academies but need funds to fully implement the “Required Program Components” or schools that have several Academies but need funds to complete wall to-wall academies and/or to fully

implement the “Required Program Components.” These schools are encouraged to participate in a whole school reform process as listed in Appendix G.

**Implementation grant award range – up to \$100,000**

## **Option II – Implementation Grant Selection Criteria**

The maximum score for all of the following criteria is 100 points. The maximum score for each criterion and sub-criterion is indicated in parentheses.

### **(a) Quality of the project design. (45 points)**

In determining the quality of the design of the proposed project, we consider the following factors:

(1) The extent to which the applicant demonstrates readiness to implement a complete, sequenced, integrated program of study that provides a smooth transition between secondary and postsecondary institutions. Include information regarding existing Career Academies, work-based learning activities such as internships, formal articulation agreements, and, if applicable, the conditions under which dual credit will be awarded such as end of course assessments or concurrent enrollment. Include links between the core components of this program with the secondary institution’s P.L. 221 plan.

**(10 points)**

(2) The extent to which the proposed instructional program will integrate Indiana’s academic and technical standards. **(10 points)**

(3) The extent to which the applicant has aligned their secondary academic and technical course offerings and requirements for program completion with the entrance requirements for the corresponding postsecondary degree or certificate program.

**(5 points)**

(4) The extent to which the proposed project will result in a developmental guidance curriculum and provide comprehensive academic and career counseling and other support services to participating students at both the secondary and postsecondary levels, to ensure their persistence in the program and attainment of a postsecondary degree or certificate.

**(10 points)**

(5) The extent to which the proposed project will provide high-quality, sustained, and intensive professional development for instructors, counselors and administrators involved in the program. **(10 points)**

### **b) Quality of the management plan. (15 points)**

In determining the quality of the management plan for the proposed project, we consider the following factors:

(1) The extent to which the management plan outlines specific, measurable goals, objectives, and outcomes to be achieved by the proposed project. **(5 points)**

(2) The extent to which the management plan assigns responsibility for the accomplishment of project tasks to specific project personnel, includes needed technical assistance (including organizing and facilitating professional development opportunities for teachers, professors and counselors, consortia meetings, work-based learning opportunities,



articulation agreements, curriculum development, etc.), and provides timelines for the accomplishment of project tasks. **(5 points)**

(3) The extent to which the time commitments of the project director and other key personnel are appropriate and adequate to achieve the outlined objectives. **(5 points)**

**(b) Quality of project personnel. (20 points)**

In determining the quality of project personnel, we consider the following factors:

(1) The qualifications, including relevant training and experience, of the lead project personnel. **(10 points)**

(2) The qualifications, including relevant training and experience, of key project personnel, including teachers, counselors, administrators, postsecondary partners, and project consultants. **(10 points)**

**(d) Adequacy of resources. (10 points)**

In determining the adequacy of resources for the proposed project, we consider the following factors:

(1) The adequacy of support, including facilities, equipment, supplies, and other resources, from the participating institutions. **(5 points)**

(2) The extent to which the budget is adequate and costs are reasonable in relation to the objectives and design of the proposed project. Administrative costs of up to five percent may be included in the budget. Equipment costs up to \$20,000 may be included if deemed necessary for the program outlined in the narrative. **(5 points)**

**(d) Quality of the project evaluation. (10 points)**

In determining the quality of the evaluation, we consider the following factor:

(1) The extent to which the evaluation will provide reports or other documents including the use of disaggregated data to be used for continuous program improvement. **(10 points)**

## **APPENDIX A**

### **CONSORTIUM AGREEMENT**

**Make copies to include additional members**

**Briefly describe role of secondary school representative:**

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Secondary School Name

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Signature of Authorized Representative

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Date

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Typed or Printed Name and Title

**Briefly describe role of postsecondary institution representative:**

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Postsecondary Institution Name

---

Signature of Authorized Representative

---

Date

---

Typed or Printed Name and Title

**Briefly describe role of employer partner:**

---

Employer Organization Name

---

Signature of Authorized Representative

---

Date

---

Typed or Printed Name and Title

**Briefly describe role of labor partner:**

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Labor Organization Name

---

Signature of Authorized Representative

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Date

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Typed or Printed Name and Title

**Consortium Fiscal Agent** \_\_\_\_\_

**ADDITIONAL PARTNERS (these partners are encouraged but not required)**

**Briefly describe role of area vocational center representative:**

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Area Vocational Center Name

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Signature of Authorized Representative

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Date

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Typed or Printed Name and Title

**Briefly describe role of employer partner:**

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Employer Organization Name

---

Signature of Authorized Representative

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Date

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Typed or Printed Name and Title

**APPENDIX B**

**PLANNING GRANT APPLICATION CHECKLIST**

Please place a check in the appropriate boxes of items your school already has in place. Include the number/percentage/ and or types of items where appropriate:

☐ an existing career academy - number/type(s) \_\_\_\_\_  
\_\_\_\_\_

- ☐ career pathways - nonduplicative, sequential course of study (number\_\_\_\_\_)
- ☐ career pathways - nonduplicative, sequential course of study that include a minimum of two years of secondary education with a minimum of two years of postsecondary education ) (number\_\_\_\_\_)
- ☐ articulation agreements (number\_\_\_\_\_, list institutions involved\_\_\_\_\_ )
- ☐ integration of curriculum that meets the Indiana academic and technical standards; describe\_\_\_\_\_
- ☐ number and percentage of students participating in internships, (number\_\_\_\_\_ percentage\_\_\_\_\_)
- ☐ number and percentage of teachers that build student competence in core academic and technical classes through applied, contextual academics, and integrated instruction, (number\_\_\_\_\_ percentage\_\_\_\_\_)
- ☐ comprehensive career guidance program, please describe program: \_\_\_\_\_
- ☐ number and percentage of students that have a course plan that includes a career objective and postsecondary transition plan; (number\_\_\_\_\_ percentage\_\_\_\_\_)
- ☐ pathways to an associate or baccalaureate degree, apprenticeship or postsecondary certificate (number\_\_\_\_\_, list institutions involved \_\_\_\_\_ )

Other related information:

## IMPLEMENTATION GRANT APPLICATION CHECKLIST

Please place a check in the appropriate boxes of items your school already has in place. Include the number and or types of items where appropriate:

- ☐ number/types of existing career academies- \_\_\_\_\_
- ☐ existing career pathways - nonduplicative, sequential course of study that include a minimum of two years of secondary education with a minimum of two years of postsecondary education ), (number\_\_\_\_\_)

- ☐ articulation agreements, (number\_\_\_\_\_)
- ☐ academies that include the integration of curriculum that meets the Indiana academic and technical standards, (number\_\_\_\_\_)
- ☐ number and percentage of students participating in internships, (number\_\_\_\_\_ percentage\_\_\_\_\_)
- ☐ number and percentage of teachers that build student competence in core academic and technical classes through applied, contextual academics, and integrated instruction, (number\_\_\_\_\_ percentage\_\_\_\_\_)
- ☐ comprehensive career guidance program, please describe program:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- ☐ number and percentage of students that have course plans that include a career objective and postsecondary transition plan; (number\_\_\_\_\_ percentage\_\_\_\_\_)
- ☐ pathways to an associate or baccalaureate degree, apprenticeship or postsecondary certificate (number\_\_\_\_\_, list institutions involved \_\_\_\_\_)

Other related information:

#### APPENDIX C - PLANNING CHART

Core component	How will core component be completed?	Who will make sure core component is completed?	When will core component be completed?	How success will be judged?
Plan for integration of				

academic technical standards				
Plan for career plans that include postsecondary transition				
Plan for developmental guidance curriculum				
Plan for professional development for teachers				
Plan for professional development for counselors				
Plan for professional development for professors				
Plan for work- based learning				
Plan for evaluation of initiative				

## APPENDIX D

### BUDGET GUIDELINES

Applicants must provide a budget and detailed budget narrative that breaks down use of requested funds. The budget narrative must include the basis for estimating the costs of professional personnel salaries, benefits, travel (estimated airfare, mileage, number of nights for hotel and per diem expenses), materials and supplies, equipment, consultants and subcontracts. The only line item that does not require a detailed narrative is administration. Administration funds are to be used to administer the grant.

The following line items will be accepted for use of funds:

**Administration** – for administration of grant. To calculate, add up all line items, take up to five percent (5%) of line item total.

**Salaries and Benefits** – includes stipends for professional development, and common planning time for teachers and faculty to integrate curriculum for staff working for the fiscal agent. Include number of hours at approximate rate, and benefits.

**Contracted Services** – may include consultants for professional development and technical support (including organizing and facilitating professional development opportunities for teachers, faculty and counselors, consortia meetings, work-based learning opportunities, curriculum development, etc.), stipends for consortia members that are not employed by the fiscal agent and other contracts for services.

**Materials and Supplies** – break down requested items

**Travel** – State travel guidelines must be used (mileage at .34/mile, in-state hotel accommodations at \$79.00 (\$83.00 for Indianapolis) plus tax maximum, out-of-state hotel accommodations at best available rate, per diem at \$26.00 day in-state (\$6.50 for breakfast, \$6.50 for lunch, and \$13.00 for dinner) and \$32.00/day out of state (\$8.00 for breakfast, \$8.00 for lunch, and \$16.00 for dinner).

**Equipment** – up to \$20,000 in instructional equipment purchases may be included if part of approved proposal and are necessary for the creation or replication of the program.

**Professional Development** – include tuition and conference registration fees.

**ADDITIONAL NOTES:** Please round budgeted amounts up to the nearest dollar.

Expenditures on promotional materials such as t-shirts, pens, billboards, plaques, bags, and pencils, are not allowable.

**LINE ITEM CHANGES:** Line item changes of 20% or less may be made one time only without prior approval of the State, with the exception of changes in wages, salaries and fringes which must be approved by the State. Administration costs cannot be over five percent (5%). Email justification and new budget and budget narrative to [tschulz@dwd.state.in.us](mailto:tschulz@dwd.state.in.us).

**\*NOTE:** The Department of Workforce Development is planning a two-day Career Majors Academy professional development opportunity for interested applicants in the spring of 2005. Up to ten participants per consortia may attend (minimum of five participants). Interested consortia may budget \$350/per person plus travel expenses in their proposal if they are interested in attending.

**CARL D. PERKINS VOCATIONAL AND TECHNICAL  
EDUCATION ACT  
TECHNOLOGY PREPARATION**

**CFDA #: 84.243**  
**FEDERAL AGENCY: USDOE**

<b>FUNCTION</b>	<b>OBJ/SUBJ</b>	<b>COST CATEGORY PROJECT CODE</b>	<b>BUDGET</b>
700	7509	ADMINISTRATIVE COST	
700	7510	SALARIES/BENEFITS	
700	7511	CONTRACT SERVICES	
700	7512	TRAVEL	
700	7515	MATERIALS & SUPPLIES	
700	7546	EQUIPMENT PURCHASES	
700	7557	PROFESSIONAL DEVELOPMENT	
700	7517	MISCELLANEOUS	
		<b>TOTAL</b>	

1/04

#### **APPENDIX E- DEFINITIONS:**

**Career Academy** - A Career Academy is a high school program in which a group of students stay together with the same teachers for two, three, or four years. The curriculum organizes instruction in academic subjects around a career theme - for example, health, finance, computers, media. It enables students to fulfill requirements for college entrance in addition to acquiring work-related knowledge and skill. Academy teachers work together as a team to coordinate teaching in different subjects, stay in touch with parents, and involve



employers, who support academies in various ways including provision of adult mentors and internships for students and teachers.

**Career Majors** - Career Majors are a way of organizing school-based and community or work-based learning into a coherent field of study that prepares young people for post-secondary education or training, employment, and a lifetime of learning.

**Career Majors Completer** - A Career Majors Completer must have:

- followed a written career plan indicating a high-skill/high-wage occupation as a career goal
- taken a sequence of program-specific core academic and technical courses during the two years of secondary school preceding graduation
- articulated to a non-duplicative academic and technical course of study leading to an associate of applied science degree, baccalaureate degree, two-year certificate, or two-year apprenticeship following high school
- completed two or more years of postsecondary education which led to an associate degree, baccalaureate degree, certificate, two years of an apprenticeship, or articulated from a community college to a four-year college/university.

**Career Majors Student** - A student enrolled in Career Majors is one who is seeking further education after high school and has a written career plan that identifies a sequence of courses that leads to a career goal. Students may begin as early as the 9<sup>th</sup> grade and no later than the 11<sup>th</sup> grade to select a coherent sequence of courses. Students may revise their program of study as they move toward their career goal.

**Curriculum Integration** - Curriculum integration is a philosophy of teaching in which content is drawn from several subject areas to focus on a particular topic or theme. Career themes are an effective way to integrate academic subjects and/or academic and technical subjects.

Effective interdisciplinary studies include the following elements:

- a topic that lends itself to study from several points of view
- two to five valuable themes (or essential questions) the teacher wants the students to explore
- an approach and activities to further students' understanding more than is possible in a traditional, single-discipline unit

**Mentoring** – Mentors are role models for youth who have an understanding of the world of work, and have demonstrated themselves over time to be valued workers who are concerned about their customers and fellow employees. Working with an individual student throughout the year on a one-to-one basis, mentors typically dedicate a few hours each month to familiarizing their student with the workplace, offering insight on basic skills needed to enter the job market, or assisting with school projects and personal issues.

**Project-based Learning (PBL)** - PBL is a teaching and learning process that engages students in complex, real-world problem solving that is; academically rigorous, relevant to

students and the community, and empowers students as active learners. It is a way to help kids understand the connection between what they learn in school and success in the real world by linking academics with hands-on experiences.

**School-based enterprise (SBE)**– A SBE is the production of goods or services by students for sale or use by others. School sponsored enterprises typically involve students in the management of the project. Enterprises may be undertaken on or off the school site.

**Sequence of Courses** - A Career Majors sequence of courses consists of a program-specific core of academic and technical courses taught during the two years of secondary school preceding graduation at a minimum, and at least:

- two years of postsecondary education in a non-duplicative course of study leading to an associate degree, a baccalaureate degree or two-year certificate in a specific career field
- two years of an apprenticeship following high school

The sequence must include integrated academic and technical content, workplace skills, and instruction delivered both at the worksite and in the school/college setting. Programs may begin as early as the ninth grade and may also articulate from a community college to a four-year college/university, or four-year apprenticeship.

**Service Learning** – Service learning is an experiential approach to teaching that blends community service and learning activities so that both occur and are enriched by the other. Youth participating in service learning programs perform a needed community service that builds, utilizes or provides a framework for academic and civic skills, abilities and competencies. The services can be provided within school walls, or in the community, and would not normally happen if the students were not doing them.

**Work-based Learning (WBL)**– WBL is learning that takes place in the workplace. Work-based learning includes a number of different activities that can be arrayed along a continuum from shorter term, introductory types of experiences to longer term more intensive ones, including paid work experiences and formal training. Although work-based learning activities vary, they generally involve schools and employers working together to devise objectives, activities and work tasks and sometimes criteria for monitoring and or assessing students.

## **APPENDIX F – RESEARCH FINDINGS AND OTHER RESOURCES**

### **RESEARCH FINDINGS ON CAREER ACADEMIES**

**Career Academies: Building Blocks For Reconstructing American High Schools** – David Stern, Charles Dayton, and Marilyn Raby – Oct. 2000  
<http://casn.berkeley.edu/buildingblocks.html>

**Career Academies Impacts on Students' Engagement and Performance in High School** – James J. Kemple and Jason C. Snipes - Executive Summary

<http://www.mdrc.org/Reports2000/CareerAcademies/CA-ExSum-2-4-00.htm>

**Career Academies: Early Implementation Lessons from a 10-Site Evaluation** James J. Kemple and JoAnn Leah Rock – Executive Summary  
<http://www.mdrc.org/Reports/ca-exsum-2.pdf>

**Shaping Postsecondary Transition: The Influence of the National Academy Foundation Career Academy** – Margaret Terry Orr, Katherine L. Hughes and Melinda Mechur Karp, April 2003.  
<http://www.tc.columbia.edu/~iee/BRIEFS/Brief29.pdf>

## RESOURCES

### **Career Academy Support Network**

<http://casn.berkeley.edu/>

The Career Academy Support Network is housed within the [Graduate School of Education at UC Berkeley](#). Its purpose is to support the growing number of career academies developing around the country, fostering their growth and improvement.

### **CORD, Leading Change in Education**

<http://www.CORD.org>

CORD is a national nonprofit organization that strives to empower educators to make meaningful connections between school and work for the benefit of the students. To accomplish this, CORD assists educators in schools and colleges in three areas: curriculum development, professional development, and Tech Prep leadership.

### **Cornell University Youth and Work Program**

<http://www.human.cornell.edu/youthwork/>

The Cornell Youth and Work Program fosters the transition of youth to adulthood through research and development quality work-based learning.

### **From Large to Small: Strategies for Personalizing the High School**

2002 by Adria Steinberg and Lili Allen

<http://www.jff.org/jff/kc/library/0156>

### **High Schools that Work** <http://www.sreb.org/programs/hstw/hstwindex.asp>

High Schools That Work is the largest and oldest of the Southern Regional Education Board's seven school-improvement initiatives for high school and middle grades leaders and teachers. More than 1,100 *HSTW* sites in 27 states are using the *HSTW* framework of goals and key practices to raise student achievement.

**Indiana Student Achievement Institute** <http://asai.indstate.edu/>

Each year, thirty-six school-community teams enter the Indiana Student Achievement Institute to help their faculty and community progress through the Vision-to-Action systemic change process for the purpose of raising student achievement. Over a three-year period, teams attend ten workshops, receive significant technical support and a small planning and professional development grant.

## **APPENDIX G**

### **Indiana Department of Education Approved Accreditation Agencies and Continuous Change Processes.**

Planning grant applicants chose a change process and show the connection between this process and the “Required Program Components” listed on page four.

#### **(1) Indiana Title 1 Continuous School Improvement Process (SWP/TAS)**

- (2) Connecting Learning Assures Successful Students (C.L.A.S.S.)**  
[http://www.indianaclass.com/what\\_is\\_class\\_full.htm](http://www.indianaclass.com/what_is_class_full.htm)
- (3) (Effective Schools) Strategic Planning for the 21<sup>st</sup> Century/Phi Delta Kappa**  
<http://www.pdkintl.org/profdev/nces/nceshome.htm>
- (4) High School That Work/Southern Regional Education Board**  
<http://www.sreb.org/programs/hstw/hstwindex.asp>
- (5) Indiana Essential Schools/InDOE** <http://education.iupui.edu/iesn/>
- (6) Indiana Student Achievement Institute/ (InSAI)** <http://asai.indstate.edu/>
- (1) Koalaty Kid/American Society for Quality (ASQ)** <http://www.koalatykid.org/>
- (2) Malcolm Baldrige National Quality Award for Education**  
<http://www.quality.nist.gov/>
- (8) North Central Association (NCA)** <http://www.ncacasi.org/>
- (9) Quality Learning/Langford International** <http://www.langfordlearning.com/core.html>
- (10) School Improvement—Focusing on Student Performance/National Study of School Evaluation (NSSE)** <http://www.nsse.org/>
- (11) The School Portfolio/Education for the Future/Victoria Bernhardt**  
<http://eff.csuchico.edu>
- (12) Standard-Bearer District-Wide Model/Center for Leadership in School Reform**  
<http://www.clsr.org>
- (13) Other**  
This category includes any other plans schools may be using.